

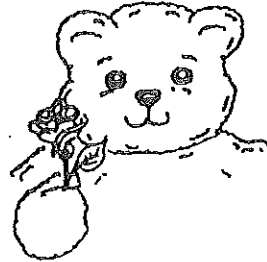
# CLASSROOM BEHAVIOR RULES

## **STUDENTS WILL RESPECT THE RIGHTS OF OTHERS.**

1. Be respectful—no names or swearing.
2. Follow directions.
3. Keep hands, feet, and objects to yourself.
4. Raise your hand; listen and wait your turn.
5. Have your books and supplies ready.

### **POSITIVE CONSEQUENCES:**

Praise  
Special 8<sup>th</sup> grade privileges  
Positive phone calls/notes home  
Super Kid tickets  
DVDs  
Free time  
Class rewards



## DISCIPLINE PLAN

If you break a rule:

- 1<sup>st</sup> time: Verbal warning or name on the board—Warning  
2<sup>nd</sup> time: Name on the board + 1 check—1 demerit  
3<sup>rd</sup> time: Name on the board or 2 checks in one day—detention  
4<sup>th</sup> time: Name on the board or 3 checks—detention  
5<sup>th</sup> time/Continuous disruption: Time-out in assigned seat, office, or another classroom.

Student will call parents. Parent conference w/ teacher and student will follow.

Detention or other consequences.

Severe disruption: Out of room immediately to principal or vice-principal. Student calls home. Student may be sent home. Principal/parent/teacher/student conference.

Possible Discipline Board hearing/ in-school suspension/other consequences.

\*Demerits affect your responsible behavior grade. To maintain eligibility for the honor roll or for extracurricular activities, a student must maintain good conduct.

## DEMERITS AND CONDUCT GRADE

0-5 demerits = A

6-10 = B

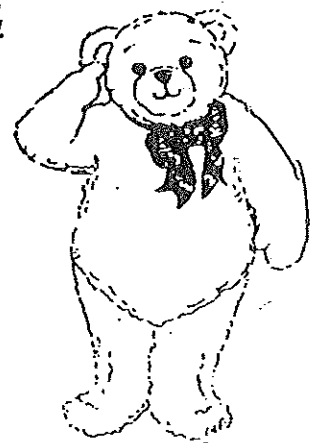
11-15 = C

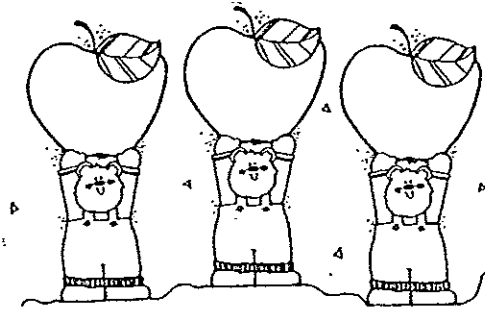
16-20 = D

21-more = F

Detention = 3 demerits

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## ARE YOU A BULLY? ST. PIUS X ANTI-BULLY POLICY

Bully behavior is not allowed at St. Pius X School. If you do any of the actions below, you are acting like a bully and this is not allowed:

1. Pushing other students around
2. Calling others names
3. Spreading rumors about others
4. Talking about others behind their backs.
5. Excluding others from your group
6. Telling people to not like someone
7. Bossing others around
8. Hitting or kicking or hurting others
9. Taking other people's things
10. Making fun of others—laughing at others' mistakes
11. Telling others not to be friends with certain people
12. Threatening to hurt someone

### Consequences:

1<sup>st</sup> offense: Talk to teacher or principal

2<sup>nd</sup> offense: Benched at recess and lunch or Bully Detention

Repeat offenders: Discipline Board

Bullying becomes harassment when an individual is subjected to treatment which is hostile, offensive, or intimidating because of the individual's race, creed, color, national origin, physical ability, gender, or other personal characteristic. Harassment carries a much more severe set of consequences.

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# REPORT CARD SCHEDULES

## 2009-2010

### **First Quarter:**

End of First Quarter: October 23

Report Card Conferences: November 4-6

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### **Second Quarter:**

End of Second Quarter: January 8

Report Cards: January 22

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### **Third Quarter:**

End of Third Quarter: March 12

Report Cards: March 24

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### **Fourth Quarter:**

End of Fourth Quarter: Graduation, June 4

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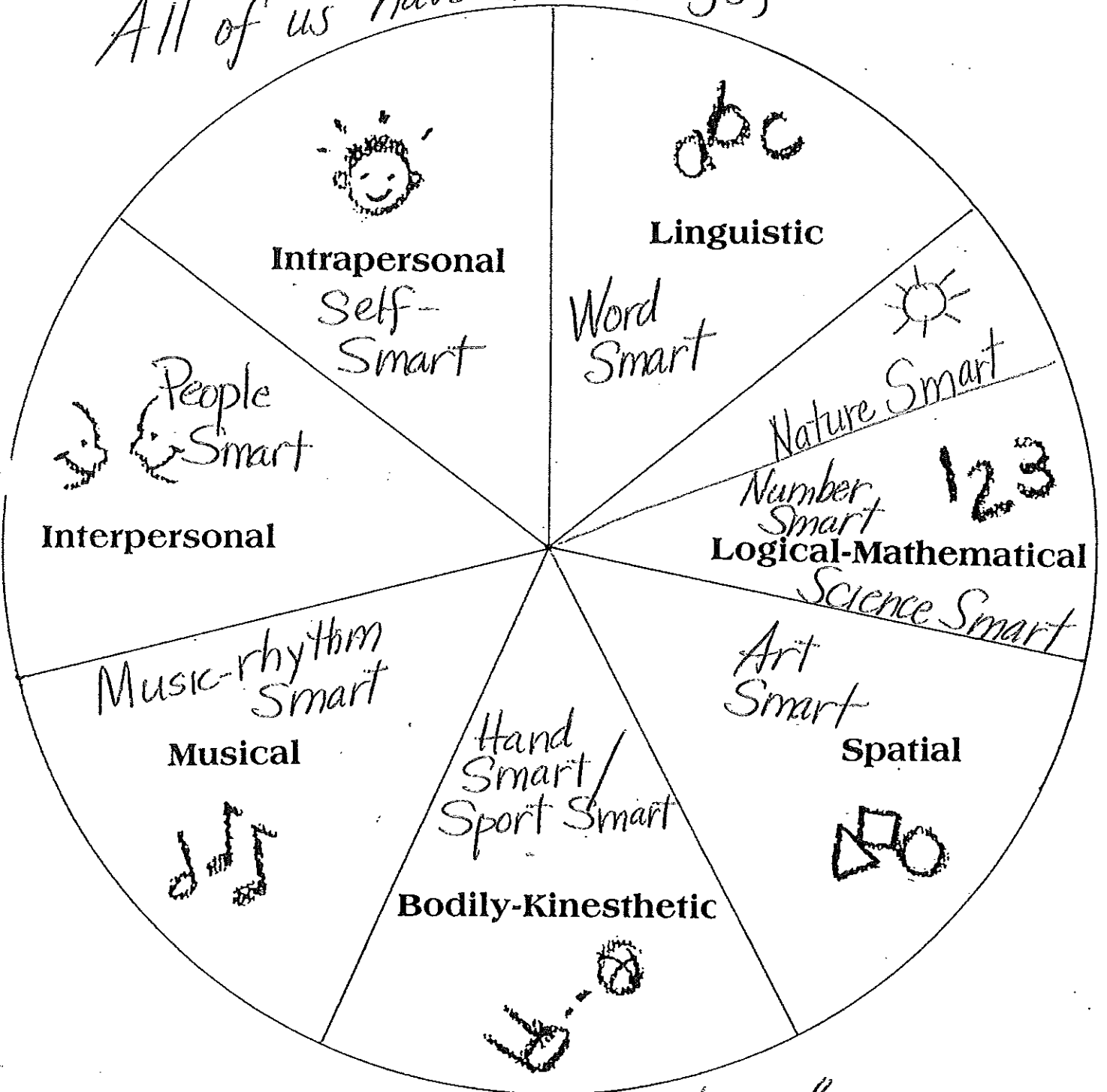
\* Once Grades 3-8 complete the transition to the online grading program, parents/guardians and students may access their grades as they wish. Grades will be posted weekly. Therefore, the teachers will no longer send home progress reports. Weekly work will still be sent home in folders for parent/guardian signatures.

## 12 SUREFIRE RULES FOR GETTING ALONG WITH PEOPLE

1. If you open it, close it.
2. If you turn it on, turn it off.
3. If you unlock it, lock it.
4. If you break it, repair it.
5. If you can't fix it, call in someone who can.
6. If you borrow it, return it.
7. If you use it, take care of it.
8. If you make a mess, clean it up.
9. If you move it, put it back.
10. If it belongs to somebody else and you want to use it, get permission.
11. If you don't know how to operate it, leave it alone.
12. If it doesn't concern you, don't mess with it.

















# MULTIPLE INTELLIGENCES PIZZA

All of us have all 8 ways;



we have some "bigger slices."  
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# Habits of Mind by Costa & Kallick

 <p><b>Persisting.</b> Stick to it! Persevering in a task through completion; remaining focused; looking for ways to reach your goal when stuck; not giving up.</p>	 <p><b>Listening with understanding and empathy.</b> Understand others! Devoting mental energy to another person's thoughts and ideas; making an effort to perceive another's point of view and emotions.</p>	 <p><b>Thinking about your thinking (metacognition).</b> Know your knowing! Being aware of your own thoughts, strategies, feelings and actions, and their effects on others.</p>	 <p><b>Questioning and posing problems.</b> How do you know? Having a questioning attitude; knowing what data are needed and developing questioning strategies to produce those data; finding problems to solve.</p>	 <p><b>Thinking and communicating with clarity and precision.</b> Be clear! Striving for accurate communication in both written and oral form; avoiding over-generalizations, distortions, deletions, and exaggerations.</p>	 <p><b>Creating, imagining, and innovating.</b> Try a different way! Generating new and novel ideas, fluency, originality.</p>	 <p><b>Taking responsible risks.</b> Venture out! Being adventurous; living on the edge of your competence; trying new things constantly.</p>	 <p><b>Thinking interdependently.</b> Work together! Being able to work with and learn from others in reciprocal situations; working in teams.</p>
 <p><b>Managing impulsivity.</b> Take your time! Thinking before acting; remaining calm, thoughtful, and deliberative.</p>	 <p><b>Thinking flexibly.</b> Look at it another way! Being able to change perspectives, generate alternatives, consider options.</p>	 <p><b>Striving for accuracy.</b> Check it again! Always doing your best; setting high standards; checking and finding ways to improve constantly.</p>	 <p><b>Applying past knowledge to new situations.</b> Use what you learn! Accessing prior knowledge; transferring knowledge beyond the situation in which it was learned.</p>	 <p><b>Gathering data through all senses.</b> Use your natural pathways! Paying attention to the world around you; gathering data through taste, touch, smell, hearing, and sight.</p>	 <p><b>Responding with wonderment and awe.</b> Have fun figuring it out! Finding the world awesome and mysterious; being intrigued with phenomena and beauty.</p>	 <p><b>Finding humor.</b> Laugh a little! Finding the whimsical, incongruous, and unexpected; being able to laugh at yourself.</p>	 <p><b>Remaining open to continuous learning.</b> I have, so much more to learn! Having humility and pride when admitting you don't</p>

## All Kinds of Lives by Mel Levine

There are all kinds of jobs to be done in our world. So, it's a good thing that we have all kinds of minds to do them. Luckily, every kind of mind has some kinds of mind work that it can do to make the world a much better place. But first we all need to understand our own minds.

Wouldn't it be great if we could all feel good about our own minds? Wouldn't it be fun if we could all enjoy and respect each others' kinds of minds? Then, we might live in a world where all kinds of minds would be happy and proud to be living all kinds of lives!

